
Montana PreK Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Montana
Grade	PreK (Early Childhood)
Subject	Science
Course category	Early Learning Domain
Standards family	Science
Framework	Montana Early Learning Standards (2014)
Issuing agency	Montana Office of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Is It Alive?

Unit 3: Living and Not Living · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I know if something is alive?
Standards	Living and Non-Living Things -> Standard 4.16 Core Domain 4: Cognition / Life Science — Children develop understanding of and compassion for living things.
Learning target	"I can tell if something is alive."
Local dates	_____ (enter your school dates)

Measurable objectives

- Children will sort objects into living and non-living.
- Children will name one thing living things do.

Success criteria (student-friendly)

- "I look at it."
- "I ask if it grows."
- "I say living or not living."

Academic vocabulary

alive, living, non-living, grow, need

Materials and technology

- Living and non-living samples
- Sorting hoops
- Photographs
- Magnifiers
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Child sorts 4 of 5 items correctly.

Family communication

Sort things at home into living and non-living.

Day 41 — Living Things Grow

Week 9, Day 1 • Unit 3 • Standards: Standard 4.16

Focus	Growth as a criterion.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: do rocks grow? Model: teacher compares a plant and a stone. Practice: children test items against growth. Play: sorting hoops.

Check for understanding

Child uses growth to judge whether something is alive.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Living Things Need Food and Water

Week 9, Day 2 · Unit 3 · Standards: Standard 4.16

Focus	Needs as a criterion.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: what needs feeding? Model: teacher lists needs. Practice: children sort by needs. Play: needs sorting.

Check for understanding

Child names a need of living things.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Living Things Move and Change

Week 9, Day 3 · Unit 3 · Standards: Standard 4.16

Focus	Movement and change.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: what moves by itself? Model: teacher distinguishes a car from an animal. Practice: children sort. Play: movement sorting.

Check for understanding

Child distinguishes self-movement from being moved.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Tricky Ones

Week 9, Day 4 · Unit 3 · Standards: Standard 4.16

Focus	Hard cases.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: is a seed alive? A wooden chair? Model: teacher reasons aloud. Practice: children reason about hard cases. Play: discussion chart.

Check for understanding

Child gives reasoning about a difficult case.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Our Living Things Chart

Week 9, Day 5 • Unit 3 • Standards: Standard 4.16

Focus	Consolidating the distinction.
Learning target	"I can tell if something is alive."
Vocabulary in use	alive, living, non-living
Local date	_____

Learning sequence

Circle: build a two-column chart. Model: teacher adds two items. Practice: children add items. Play: chart posted.

Check for understanding

Child places an item in the correct column.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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Source citation

Montana Office of Public Instruction. Montana Early Learning Standards (2014). Codes and statements are transcribed from the 2014 MONTANA EARLY LEARNING STANDARDS, which the document's own cover dates 2014 and which OPI still publishes at the URL above. It carries FORTY-SEVEN NUMBERED STANDARDS running 1.1 to 4.23 across FOUR CORE DOMAINS -- 1 Emotional and Social, 2 Physical, 3 Communication, 4 Cognition -- so a standard number identifies a standard uniquely without needing its domain. THE 2014 DOCUMENT IS THE ONLY MONTANA EARLY LEARNING DOCUMENT THAT CARRIES CODES AT ALL. The document OPI currently links from its K-12 Content Standards page is the MONTANA EARLY LEARNING DEVELOPMENTAL DOMAINS AND CONTENT STANDARDS, ADOPTED APRIL 2024, the standards chapter of Administrative Rules of Montana 10.63 (<https://opifiles.mt.gov/Portals/182/Page%20Files/Early%20Literacy/Ch.%2063%20Early%20Childhood%20Education%20Standards.pdf>). THAT 2024 DOCUMENT CONTAINS NO STANDARD NUMBERS OF ANY KIND -- it states its domains and clusters as running prose and bullets over nine pages -- so no code can be cited from it and none is invented here. The 2024 rule is visibly derived from the 2014 standards, its cluster bullets being near-verbatim rewrites of the 2014 statements with "Children" changed to "students", which is why the 2014 codes remain the honest citation for the same content. THE 2014 DOCUMENT WAS PRODUCED JOINTLY: the Early Childhood Services Bureau of the Montana Department of Public Health and Human Services funded it, Dr. Cindy O'Dell led the revision with the Early Learning Standards Task Force, and the Early Childhood Project at Montana State University Bozeman and OPI are named as partners; OPI is registered as the agency because OPI publishes it and is the agency the school-submission reader will expect. EVERY STANDARD IS PRINTED THREE TIMES in the 2014 document -- in the table of contents, on its sub-domain introduction page, and as the heading of its own developmental-continuum page -- and all three printings are compared here, with the form printed in the MAJORITY of the three registered and every disagreement disclosed on the row that carries it. The PDF's text layer uses typographic ligatures; these are normalised to plain ASCII

letter pairs when transcribing, which changes no words. The per-standard pages carry "Benchmarks", "Indicators" and "Learning Opportunities" columns spanning an Infancy-to-preschool developmental continuum; NONE OF THOSE ARE STANDARDS, they interleave unreliably when the PDF is read as text, and none is registered. THE STANDARD STATEMENT IS WHAT IS REGISTERED. THIS ENTRY IS THE SCIENCE SUB-DOMAIN OF CORE DOMAIN 4, standards 4.15 through 4.18, TOGETHER WITH STANDARD 4.22 THE PHYSICAL WORLD (ECOLOGY). 4.22 is printed under Core Domain 4's SOCIAL STUDIES heading, not its Science heading, and it is registered here anyway because its statement -- children becoming mindful of their environment and their interdependence on the natural world, and learning how to care for it -- is what this row's caring-for-the-earth strand actually teaches, while the Social Studies row has no ecology strand at all. Placing it by its own wording rather than by its printed heading is deliberate and is disclosed here so a reviewer can see the choice. STANDARD 4.19 ENGINEERING IS NOT REGISTERED HERE and is aligned on the Technology / Approaches to Learning row, whose designing strand teaches it. STANDARD 4.17 IS PRINTED IN THREE DIFFERENT FORMS and no two agree: the contents page has 'nonliving matter and the forces that give order to the natural world', the sub-domain introduction has 'nonliving matter, and the forces that give order to nature', and the standard's own page has 'non-living matter, and the forces that give order to the natural world'. With no majority available THE STANDARD'S OWN PAGE IS REGISTERED, that being the printing where the standard is stated rather than summarised. Retrieved 2026-07-27 from <https://opi.mt.gov/Portals/182/Page%20Files/Early%20Childhood/Docs/14EarlyLearningStandards.pdf>